

<b>Syllabus for English 1A/History 9 – Eureka Campus</b>		
<b>Semester &amp; Year</b>	Fall 2016	
<b>Course ID and Section #</b>	E0594 (English 1A) and E0081 (History 9)	
<b>Instructor's Name</b>	Peter Blakemore and George Potamianos	
<b>Day/Time</b>	TuTh 1:15-2:40 and 3:15-5:20	
<b>Location</b>	HU 215 and AT 105	
<b>Number of Credits/Units</b>	7 (English 1A: 4; History 9: 3)	
<b>Contact Information</b>	<i>Office location</i>	Potamianos (CA 119); Blakemore (CA 134)
	<i>Office hours</i>	Potamianos (TuTh 11-12); Blakemore (MW 10-11, TuTh 11-12)
	<i>Phone number</i>	Potamianos x4318; Blakemore x4318
	<i>Email address</i>	<a href="mailto:george-potamianos@redwoods.edu">george-potamianos@redwoods.edu</a> ; peter-blakemore@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<i>Shape of Reason; Preserving the Nation; They Say/I Say; How Free Is Free?; The Possessive Investment in Whiteness</i>
	<i>Author</i>	Gage, John; Wellock, Thomas; Graff, Gerold; Litwack, Leon; Lipsitz, George
	<i>ISBN</i>	Contact bookstore for ISBN information
<b>Course Description</b>		
<p>(English 1A) A transfer level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source based writing, employing correct MLA documentation, is required; minimum 6,000 words formal writing.</p> <p>(History 9) An exploration in the history of the United States from the Reconstruction period after the Civil War to the present. Of special importance is how the social, cultural, political, diplomatic, technological/scientific, and economic relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical time periods investigated in the class.</p>		

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<p><b>Student Learning Outcomes</b></p> <p>(English 1A) 1. Analyze argumentative claims. 2. Respond to arguments with persuasive critical essays. 3. Locate, synthesize, and document sources for use in response to arguments.</p> <p>(History 9) 1. Analyze and assess the merits of various historical interpretations. 2. Analyze significant historical developments (social, cultural, political, economic, diplomatic, technological/scientific, global context) through the application of the historical concepts of process, context, and/or difference. 3. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.</p>
<p><b>Special Accommodations</b></p> <p>College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>
<p><b>Academic Support</b></p> <p>Academic support is available at <a href="#">Counseling and Advising</a> and includes academic advising and educational planning, <a href="#">Academic Support Center</a> for tutoring and proctored tests, and <a href="#">Extended Opportunity Programs &amp; Services</a>, for eligible students, with advising, assistance, tutoring, and more.</p>
<p><b>Academic Honesty</b></p> <p>In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student’s status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College</p>

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of the Redwoods website at: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

**Disruptive Classroom Behavior**

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process a disruptive student may be temporarily removed from class. In addition, he or she may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

<http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

**Emergency Procedures for the Eureka campus:**

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at: (<http://www.redwoods.edu/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to <http://www.redwoods.edu/publicsafety>. In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

**RAVE** – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary

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Registration Email. Your CR email address ends with “redwoods.edu.” Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions.

*College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.*

**Problems of the Environment, the West, and Race in US History –  
Fall 2016**

**English 1A–Analytical Reading & Writing / #E0594**

**US History 9—Reconstruction to the Present / #E0081**

**TTh 1:15–2:40 in HU 215 & 3:15–5:20 in AT 105**

Dr. Peter Blakemore  
CA 134 / Phone: 476-4314  
Off hours: MW10-11; TH 11:00-12 or  
by appt  
[peter-blakemore@redwoods.edu](mailto:peter-blakemore@redwoods.edu)

Dr. George Potamianos  
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**Required Texts & Course Materials:**

1. *The Shape of Reason*, John Gage
2. *They Say, I Say*, Gerald Graff & Cathy Birkenstein
3. *Preserving the Nation*, Thomas R. Wellock
4. *How Free Is Free?* Leon Litwack
5. *The Possessive Investment in Whiteness*, George Lipsitz (revised edition!!!)
6. Additional course readings available on the Canvas site
7. A good (at least 70,000 words) dictionary
8. A composition notebook
9. Access to the Internet
10. Access to word processing and printing
11. Flash drive storage device

**Recommended Text:**

1. *The Bedford Handbook*, 9<sup>th</sup> Edition, Dianna Hacker

**Prerequisites:** Satisfactory completion of English 150, English 153, or English 102 (or equivalent) with a C or better, or assessment recommendation for English 1A.

**Course Goals:** These linked classes will be taught as a single, 7-unit course during the term. Both professors will be working with you in the classroom throughout the semester. Mainly we will focus on reading, critical thinking, and writing about arguments of the past 150 years of US history specifically related to the environment, the West, and race. That means that we will be reading especially carefully, analyzing what we read with critical minds, searching for the best, most productive historical questions, and writing about what we discover in the process. As we work through the semester, we will strive to develop skills that should help you in future reading and inquiry. The skills you hone and the habits of mind you gain in this course should also be particularly useful as you continue here at College of the Redwoods and in your future education. By the end of this term, if you have actively participated in the work we do together, you will know what it means to hold an opinion about an issue in US history and whether that opinion is based on reasoned belief, emotional appeal, authority, or something else.

**Student Learning Outcomes:** By the end of the term, if you have successfully completed the class you should be able to:

- Analyze and assess the merits of various historical interpretations.
- Analyze significant historical developments (social, cultural, political, economic, diplomatic, technological/scientific, global context) through the application of the historical concepts of process, context, and/or difference.
- Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.
- Analyze argumentative claims.
- Respond to arguments with persuasive critical essays.
- Locate, synthesize, and document sources for use in response to arguments.

**Reading Actively:** At first glance, the list of texts may seem daunting, but remember that we have selected these texts because we believe they should stimulate your minds and give you important insights into critical thinking, communicating, researching and learning how to practice the sort of skills you will need through the rest of your college coursework. And remember this, too: you are reading for **two** classes combined into one. That said, we will be asking a good deal of you in your reading--most importantly of all, we ask you to practice active reading. That means that when you read, you ask questions, you wonder about connections, and you struggle to make meaning out of complex ideas. You will need to engage our texts with a spirit of discovery *and* skepticism. You will also need to be ready to engage in useful, penetrating discussions and group activities about our readings and the ideas we encounter. Toward that end, we recommend that each of you purchase a separate reading notebook in which you will keep notes, thoughts, and ideas for the purpose of preparing for in-class writings and discussion and keeping track of material and ideas you encounter as you engage in research.

If you read actively and participate strongly in our discussions and in your individual groups, you will soon see that the selected texts complement and speak to one another. You will, in short, begin to recognize the interconnectedness of inquiry and critical thinking, historical consciousness and composing and presenting your own complex ideas in words. We have organized the course and selected books and essays that should lend themselves to the process of questioning assumptions and discovering the basis for our opinions, particularly where US western, environmental, and racial history are concerned. In general, the central question we will be asking each of you to answer is this: What do these writings, ideas, class discussions, and group presentations lead me to believe about the past? There will be a host of other, more specific questions about historical analysis, critical thinking, rhetoric, research, and composition that arise out of our reading, listening, viewing, talking, and writing, but *as long as you are actively pursuing your own understanding of the difficult issues we take up, you should have no problem remaining engaged in our class.*

Note: the key word above is “actively.” To become a more active student you will have to understand the value of our work for yourself individually and for your community as a collective body. That means you will have to believe that deeper understanding of

specific issues in history can have an effect on your actual life. It also means reading with an open mind, fully prepared to entertain new ideas, new images, and new concepts. It means trying to imagine the experiences of those you read about and trying to understand how they were affected by these incidents and thoughts. Reading actively also means you will have to believe that a book—and the ideas and expressions contained within it—can affect a person's life. The reading for this course will demand a great deal from you—please expect to devote a significant amount of time to your reading.

**Writing Thoughtfully:** It takes most people years to develop a strong personal style in their writing, so please bear this in mind and be patient with yourself as we work through the assignments during this term. Though you may not see the kind of prominent improvement you'd like in just a month or two, many others who read your work and have more objectivity about it will likely notice changes (especially people like us who have been reading college students' essays for a combined total of more than 45 years). One of the most important things you will get from this class if you participate and strive to write better will be a greater consciousness of what happens as you generate ideas, plan and organize your thoughts, then execute and improve them through the process of revision. If you approach your writing in this course as the practice of trying ideas, opinions, and beliefs (the word "essay" derives from the French term for "try"), then you will almost certainly grow as a writer. As for the mechanics and grammar of your writing, since some of you will have excellent skills and others fair to good skills, those of you who have problems will need to spend extra time learning to identify and correct them. We may ask some of you to arrange for individual meetings if your errors persist, but this course is not primarily a course in grammar, punctuation, and mechanics. Throughout the term, we will focus specifically on questions of style and eloquence, but in the main we will be practicing inquiry and argument.

**The Assignments:** Please pay close attention to the *Course Schedule* in order to keep track of when readings should be done and when the writing is due. Note: **All reading assignments must be done before the start of the class listed. All writing assignments are due at the beginning of class on the day listed.** Be sure to come to class prepared for discussion. Brief descriptions of the graded writing assignments follow. (Note: Do not expect to pass this class without handing in all of the writing assignments. Also, make sure you never give us the only copy of an assignment—it is your responsibility to keep electronic and/or paper backup copies.)

**The Writing:** You will be working on several different kinds of writing projects this semester. We will ask you to write in class several times. There will also be two short **Research Inquiry & Progress Essays**, a **Group Project Report**, and an **Individual Research Project Essay**. A list of the due dates for these writings follows:

- In-class Writing #1—**Tuesday, September 6**
- In-class Writing #2—**Tuesday, September 20**
- RI&PE Essay #1 (4+ pages) – **Tuesday, October 4 (1:15)**
- In-Class Writing #3—**Thursday, October 6**
- Group Project Report - Version 1 (6+ pages) –**Paper Copy, October 13 (1:15)**

- Group Project Report - Final Version (8+ pages) –**Electronic Copy (in MS Word or as a PDF), October 20, by midnight**
- In-class Writing #4- **Tuesday, November 1**
- RI&PE Essay #2 (4 pages) – **November 22 (1:15)**
- Individual Research Project Essay-Version 1 (5-6 pages)—bring to conference meeting on **December 6 or 8**
- Individual Research Project Essay-Final Version (10+ pages) **Thursday, December 15 by 3pm.**

**Rewrite Policy:** Class members who choose to revise essays to improve them and receive additional credit must fill out a Rewrite Contract that we will give you upon request. You must ask us for one of these contract forms within one week of our returning the writing.

**Late Paper Policy:** If an emergency arises and you cannot turn in the RI&PE #1 or #2 on time, you **must** contact us within 48 hours of its due date to arrange a time when you will be permitted to submit the paper. We will not accept any late papers unless you contact us within the time specified. Depending upon the circumstances, you may not receive full credit for late work. You can only turn in a late RI&PE once during the semester. **In-class writing exercises will only take place on the day listed in the schedule. Make-ups will be offered rarely and only for good, documentable reasons.**

**Focusing on Problems and Questions at Issue:** In this class we will spend the majority of our time trying to solve problems. We will start the problem-solving process by asking questions. In academic work, discovering what is at issue often leads into deeper understanding and is one of the first steps in actively researching ideas in order to arrive at reasoned conclusions. For us in this class, the two main problems we will deal with during the semester are:

**Problem 1)** How do we identify a focus within the larger topic of US environmental and Western history since 1865 and work together in groups to explore aspects of that focus, and how do we then present our materials to the larger class community in such a way that they understand both the significance of what we have discovered and the process we used to come to our reasoned conclusion?

**Problem 2)** Based on what we have learned from our work on Problem 1, how do we individually identify and research a problem or question at issue within the larger topic of race in America since 1865, and how do we then communicate or present our research and conclusions based upon it to the class community?

**Group Work:** The overarching issue you will deal with during the term is: How do we do this together? Since Problem 1 culminates in a Group Presentation and Group Project Report, you will need to figure out how to work together. Problem 2, on the other hand, leads toward an individual Research Project Essay & Individual Presentation, so the group work you do during that part of the semester will be of a different nature. We have

designed this course so that *you*, the individual members of the class, will decide *how* to solve these problems.

**In-class Writing:** You should always come to class with pen and paper and your reading notebook, and you should always be ready to write. In fact, we will usually ask you to write during class—**and you should definitely take notes** on our discussion and any lectures. Sometimes the writings will seem more like free-writes to generate ideas for the longer out-of-class inquiries and essays. At other times we will ask you to practice concepts of style and sentence construction or academic form such as quoting, citing, or paraphrasing. You will always need to be prepared to read what you write so, please, no squirming or embarrassment about your ideas or your word choice or the rest. One of the most important aspects of learning to write and reason is learning a sense of audience. Since all the members of our class will be your audience, you need to be prepared to address that audience.

**Attendance & Participation:** Since the main purpose of this class is to bring us all together so that we can engage one another in the process of discovering ideas, reasons, opinions and beliefs, each of you needs to be in the classroom on time, ready to think, speak, read, and write. Participating by listening and trying out one's ideas and thoughts during class time is so important to a class like ours that we have decided to set the following attendance policy: **students with more than three unexcused absences will drop one grade in the participation portion of their grades.** If there are good reasons why you need to miss class, call one of our office phones and let us know **before** class meets. You should know that poor attendance will certainly lower your grade and may cause you to fail.

**A significant portion of your attendance and participation grade will be based on the following:**

1. Discussion Board Posting: There is a website for this class on *Canvas*. You are required to post about the readings before most class meetings on the site. **Postings to the boards are due before class meetings, by 11:00AM.** We will use the board to guide our discussion for that day.
2. The extent to which you complete the assigned readings and are prepared for class discussions
3. Your use of your time in AT 105 to research and write
4. Your presentation of the “Selected Reading” (November 17)
5. Your participation in Research Lab work that we will set up throughout the semester

**Grading:** Since both instructors will be reading all of your written work and grading the work holistically together, all assignments and grades apply to both classes. The breakdown for course grades is as follows:

- ◆ Participation (Class discussion and on-line posting to discussion boards, writing quizzes, and presentations of selected readings) 20%
- ◆ RI&PE Essay #1 10%
- ◆ In-class Writing 15% (the three best scores will be calculated)

◆ Group Presentation	5%
◆ Group Project Report	10%
◆ RI&PE Essay #2	10%
◆ Individual Research Project Presentation	5%
◆ Individual Research Project	<u>25%</u>
◆ Total	100%

Grades will be assigned on the basis of this scale: 93-100=A / 90-92=A- / 88-89=B+ / 83-87=B / 80-82=B- / 70 -77=C / 78-79=C+ / 60 – 69=D / 59 and below=F.

**Learning Disabilities:** Students who have special needs due to physical or learning disabilities should let us know at the very beginning of the course (**we mean during this first week**) so that we can arrange appropriate accommodations.

**An Invitation:** Finally, experience tells us that people who think carefully about their education and become more reflective about it generally have the greatest success. Probably the best way to get involved in this process is to get to know your teachers and speak with them outside of the classroom. Talk to them after class. Visit them in their offices. Make appointments and let them know what’s going through your mind as it relates to your work in their classes. And most important of all, let your teachers know if something in particular isn’t coming across clearly for you. Sometimes your problem is just a particularly difficult concept, a complex section of reading, or a challenging assignment or series of assignments. Your teachers will, in almost every case, want to help you work through those tougher parts of the class. But you need to communicate with them. **You especially need to communicate with us—this is an intense and very involved class that requires a lot of discipline from you.** If you feel that you are falling behind, you should *let us know right away*. If you ask either of us, we will offer plenty of extra help and even direct you toward others who can help. If you choose to sign up for English 52, you can meet with other English instructors in the Writing Center in AT 102. We have also kept our office hours minimal or by appointment in order to give students maximum flexibility for meetings. Even if our schedules seem to clash at first glance, come see us—we will certainly be able to schedule a time to meet. If you have to contact either of us, please call our offices (George: 476-4318; Peter: 476-4314) and leave a clear, specific message, including a telephone number and time when you can be reached. We will get back to you as soon as possible. We look forward to getting to know each of you better and to seeing all of you succeed. Welcome and good luck!

## Fall 2016 Course Schedule for

**P. Blakemore’s & G. Potamianos’ English 1A & History 9 (Note: if changes are required, you will receive ample notice. All readings should be completed before class on the day listed; you should be prepared to write during every class session.)**

### Week 1 / August 30 & September 1 (Week 1 in Canvas)

T - Course intro; syllabus, introductions, readings, and discussion.

Th – HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Articles posted to Canvas, Week 1.

**Assignment:** Post at least a paragraph explaining what you see as the connections between the posted readings and the documents we read during Tuesday’s class session on Canvas Discussion Board 1 in Week 1, any time before Thursday, September 1 at 11AM.

### Week 2 / September 6 & 8 (Week 2 in Canvas)

T – HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Reading 1-Tosh (on Canvas, Week 2) and Gage *The Shape of Reason (SOR)*, Chapters 1 & 2.

**Assignment: In-Class Writing #1;** Be prepared for **In-class Writing #1** about John Tosh on the practice of history in **Reading 1-Tosh**, available on the Canvas site, Week 2. Students should take notes on **Reading 1-Tosh** in order to respond adequately to In-class Writing #1. Students should bring a printed or electronic version of the reading for use during the **In-class Writing**. Be prepared to discuss in class the following: Based on John Tosh’s work, what is an “historical problem”? How should someone frame a problem historically? What is a good historical question?

Th – HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Wellock, *Preserving the Nation (PN)* pp. 1-29

**Assignment:** Post at least two historically-based research questions and any thoughts/observations/ideas that come out of Wellock, pp. 1-29 on Canvas Discussion Board 2 in Week 2 any time before Thursday, September 8 at 11AM.

### Week 3 / September 13 & 15 (Week 3 in Canvas)

T– HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Wellock, *Preserving the Nation (PN)* pp. 29-78, Gage (*SOR*), CH 3, and *Bedford Handbook (BH)* pp. 437-461.

**Assignment: Introduction to Research** Post at least two historically-based research questions and any thoughts/observations/ideas that come out of Wellock, pp. 29-78 on Canvas Discussion Board 3A in Week 3, and post two ideas you have about what is important about Gage, CH 3, on Discussion Board 3B, any time before Tuesday, September 13 at 11AM.

Th— HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Wellock, *Preserving the Nation (PN)* pp. 79-96; Gage, *SOR* chapters 4 & 5; *BH*, read pp. 462-488 on MLA citation and 685-89 on historical questions and thesis statements.

**Assignment:** Post at least two historically-based research questions and any thoughts/observations/ideas that come out of Wellock, pp. 79-96 on Discussion Board 3C in Week 3, and two of the most important ideas you saw in Gage, CH 4 and CH 5 on Discussion Board 3D in Week 3 any time before Thursday, September 15 at 11AM. Based on our discussion of Gage chapters 4 & 5, be prepared to write informally on possible research questions.

**Week 4 / September 20 & 24 (Week 4 in Canvas)**

T– HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Mike Davis, “The Case for Letting Malibu Burn” available on the Canvas site, Week 4, *They Say, I Say (TSIS)* “Preface” & Chapters 1, 2, & 3 and *BH* pp. 530-568 to cite Reading #3 for **In-Class Writing #2**.

**Assignment:** Be prepared for **In-class Writing #2** using ideas from *TS, IS* to respond to Reading 3—students should print out or bring an electronic copy of Davis, “The Case for Letting Malibu Burn” and bring it with them to class for In-class Writing #2. Second period, groups will meet with Peter and George to discuss research paths.

Th – HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Wellock, *PN* 96-134.

**Assignment:** Post at least two historically-based research questions and any thoughts/observations/ideas about Wellock, pp. 96-134, on Discussion Board 4 in Week 4 any time before Thursday, September 24 at 11AM.

**Week 5 / September 27 & 29 (Week 5 in Canvas)**

T – HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Wellock *PN* pp. 135-188.

**Assignment:** Post at least two historically-based research questions and any thoughts/observations/ideas about the reading in Wellock, pp. 135-188 on Discussion Board 5A in Week 5 any time before Tuesday, September 27 at 11AM.

Th – HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Wellock *PN*, pp. 189-252.

**Assignment:** Post at least two historically-based research questions and any thoughts/observations/ideas about the reading in Wellock, pp. 189-252 on Discussion Board 5B in Week 5 any time before Thursday, September 29 at 11AM.

**Week 6 / October 4 & 6 (Week 6 in Canvas)**

T – HU 215 (1:15 class); AT 105 (3:15 class)

**Assignment:** **Research Inquiry & Progress Essay #1 due as a printed paper copy at 1:15.** Bring an electronic copy on a flash drive for possible revision during the second period in AT 105.

Th – HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Jean Pfaelzer, “The Eureka Method” in **Reading 3-Pfaelzer** available on the Canvas site in Week 6 and *They Say, I Say* Chapters 4, 5, 6, & 7 for **In-Class Writing #3**.

**Assignment:** Be prepared for **In-class Writing #3** using ideas from *TS, IS* to respond to “The Eureka Method,” **Reading 3-Pfaelzer**—students should bring a printed or an electronic copy of Reading 3 to class for In-class Writing #3.

**Week 7 / October 11 & 13 (Week 7 in Canvas)**

T – HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Gage *SOR Chapter 6 & 7* and review *BH* pp. 243-267 for assignment.

**Assignment:** Post two of the most important ideas in Gage, CH 6 and CH 7 (at least one idea per chapter), on Discussion Board 7 in Week 7 any time before Tuesday, October 11 at 11AM.

Th – HU 106 (1:15 class); AT 105 (3:15 class)

**Assignment:** **Group Project Report version #1 due** (at least 8-page group description of problem/question/issue, how our reading addresses the problem, and research undertaken thus far). *Each group must have a printed paper copy of the entire report in class with them at 1:15.* Groups will refine their group presentations and Group Project Reports. Any additional research materials can be collected in AT 105.

**Week 8 / October 18 & 20**

T – HU 215 (1:15 class) and a room to be announced; **Group presentations. Groups not presenting will pose questions to the presenters and discuss how their own research relates to that of the other groups.**

**Assignment:** **Group Project Final Electronic Version due Thursday October 20<sup>th</sup>, by midnight**

Th— HU 215 (1:15 class) and a room to be announced; **Group presentations. Groups not presenting will pose questions to the presenters and discuss how their own research relates to that of the other groups.**

**Assignment:** **Group Project Final Electronic Version due Thursday October 20<sup>th</sup>, by midnight**

**Week 9 / October 25 & 27 (Week 9 in Canvas)**

T – HU 215 (1:15 class); **Individual Assessment Conferences (3:15 class)**

**Read:** *Litwack (How Free Is Free?)*, CH 1.

**Assignment:** Post at least two historically-based research questions and any thoughts/observations/ideas about the reading on Discussion Board 9A in Week 9 any time before Tuesday, October 25 at 11AM.

**Exercise: Reading discussion 1:15;** Assessment conferences begin at 3:15.

Th – HU 215 (1:15 class); **Individual Assessment Conferences (3:15 class)**

**Read:** *Litwack (How Free Is Free?)*, CH 2.

**Assignment:** Post at least two historically-based research questions and any thoughts/observations/ideas about the reading on Discussion Board 9B in Week 9 any time before Thursday, October 27 at 11AM.

**Exercise: Reading discussion 1:15;** Assessment conferences begin at 3:15.

**Week 10 / November 1 & 3 (Week 10 in Canvas)**

T – HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** *Litwack (How Free Is Free?)*, CH 3 and *TS/IS* CHs 8,9, and 10.

**Assignment:** Be prepared for **In-class Writing #4** using ideas from *TS, IS* to respond to *Litwack*. Students should bring a printed or electronic version of the reading for use during the **In-class Writing**.

Th – HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** *Lipsitz, Possessive Investment in Whiteness (PIW)*, Introduction and CH 1.

**Assignment:** Post at least two historically-based research questions and any thoughts/observations/ideas about the Introduction on Discussion Board 10A and Chapter 1 on Discussion Board 10B, in Week 10, any time before Thursday, November 3 at 11AM.

**Week 11 / November 8 & 10 (Week 11 in Canvas)**

T – HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Lipsitz, *Possessive Investment in Whiteness (PIW)*, CH 2.

**Assignment:** Post at least two historically-based research questions and any thoughts/observations/ideas about Chapter 2 on Discussion Board 11A in Week 11, any time before Tuesday, November 8 at 11AM.

Th – HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Lipsitz, *Possessive Investment in Whiteness (PIW)*, CH 3.

**Assignment:** Post at least two historically-based research questions and any thoughts/observations/ideas about Chapter 3 on Discussion Board 11B, in Week 11, any time before Thursday, November 10 at 11AM.

**Exercise:** Students will be randomly assigned a reading from the remainder of the Lipsitz book, on which they will report and respond on November 17.

**Week 12 / November 15 & 17 (Week 12 in Canvas)**

T – HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Lipsitz, *Possessive Investment in Whiteness (PIW)*, CH 5.

**Assignment:** Post at least two historically-based research questions and any thoughts/observations/ideas about Chapter 5 on Discussion Board 12 in Week 12, any time before Tuesday, November 15 at 11AM.

Th – HU 215 (1:15 class); AT 105 (3:15 class)

**Read:** Whatever Lipsitz chapter reading you were assigned on November 10. and Gage *SOR* Chapter 8.

**Exercise:** Student presentations on a chapter in Lipsitz that was assigned on November 10.

**Week 13 / November 22 & 24 (Week 13 in Canvas)**

T – HU 215 (1:15 class); AT 105 (3:15 class)

**Assignment:** Research Inquiry & Progress Essay #1 due as a printed paper copy at 1:15. Bring an electronic copy on a flash drive for possible revision during the second period in AT 105.

Th—NO CLASS – Thanksgiving Holiday.

**Week 14 / November 29 & December 1**

T- **Individual Presentations.** People not presenting will pose questions to the presenters and discuss how their own research relates to that of others..

Th- **Individual Presentations.** People not presenting will pose questions to the presenters and discuss how their own research relates to that of others.

**Week 15 / December 6 & 8**

T – HU 106 (1:15 class); AT 105 (3:15 class)

Individual meetings with the Instructors will be scheduled throughout the week in CA 134. Students should bring a paper copy draft of their final research paper.

Th-- HU 106 (1:15 class); AT 105 (3:15 class)

Individual meetings with the Instructors will be scheduled throughout the week in CA 134. Students should bring a paper copy draft of their final research paper.

**Finals Week / December 12 - 16**

**Assignment:** Individual Research Project Essay printed paper copy and electronic upload to Turnitin.com due Thursday, December 15<sup>th</sup> by 3 pm.

**Log into Turnitin.com and use the following to get to our class:**

**Class ID#:** 13242565

**Password:** grizzly

**Plagiarism:** The final research project essay must be posted to **Turnitin.com**. The process is simple and takes only a few minutes. We will explain the procedure during the semester. Plagiarism, which is the act of claiming another writer's words or ideas as your own without citing them as a source, is a serious breach of academic conduct and will result in failure of the assignment and possible failure for the course. We will discuss it in detail during the term. If you aren't sure whether you're about to plagiarize or not, ask one of us about it.